

CALIFORNIA SCHOOLS



AUGUST 1951

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ROY E. SIMPSON
Superintendent of Public Instruction

EDITOR
IVAN R. WATERMAN
Chief, Bureau of Textbooks and Publications

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A STUDY OF ACTIVITIES RELATED TO CONSERVATION EDUCATION IN CALIFORNIA PUBLIC SCHOOLS

BERNARD J. LONSDALE, *Consultant in Elementary Education*

On December 6, 1950, Superintendent of Public Instruction Roy E. Simpson addressed a communication to county, city, and district superintendents of schools in California describing activities of the State Department of Education to further conservation education. The purpose of the letter was to stimulate the interest of the superintendents specifically in the following:

1. *Guidebook for Conservation Education: A Proposal for a Program of Action in the Schools of California*, published by the State Department of Natural Resources in co-operation with the State Department of Education, Sacramento, March, 1950.
2. *Conservation Education in American Schools*. Twenty-ninth Yearbook, 1951, of the American Association of School Administrators, published by the Association, 1951. Pp. 528.
3. The SECOND REGIONAL CONFERENCE ON THE CONSERVATION OF NATURAL RESOURCES, sponsored by the State Department of Education, the State Department of Natural Resources, and the University of California, and scheduled to meet January 25 to 27, 1951, on the Berkeley campus of the University.
4. Seventeenth annual observance of CONSERVATION WEEK in California, March 7-14, 1951.

A one-page questionnaire was included with the letter. The purposes of this questionnaire were (1) to secure information about activities to further conservation education that have been planned and carried out in the offices of county, city, or district superintendents of schools and (2) to stimulate further interest in conservation education in the public schools of California.

The questionnaire contained the following five questions and directions:

1. List the publications and materials of instruction which have been prepared in your office to further conservation education in the schools under your administration. (Send copies of publications if available)
2. Are any publications on materials of instruction related to conservation education in the process of preparation at the present time?
Yes No Type

3. Have any institute programs been planned to further conservation education?
Yes..... No.....
4. Check the activities in the in-service education program which have been planned to help teachers in the development of conservation education programs.
- | | |
|----------------------|-----------------------------|
| 1. Workshops | 5. Others (list them) |
| 2. Conferences | |
| 3. Speakers | |
| 4. Study Groups | |
5. Has the *Guidebook for Conservation Education* been made available to the teachers in your school?
Yes..... No.....

Of the 57 questionnaires sent to county superintendents of schools, 27 questionnaires, or 47.3 per cent, were returned.

TABLE 1

NUMBER AND PERCENTAGE OF REPLIES BY COUNTY, CITY, AND DISTRICT SUPERINTENDENTS OF SCHOOLS TO FOUR QUESTIONS IN QUESTIONNAIRE ON CONSERVATION EDUCATION PROGRAMS

Subject matter in questionnaire addressed to superintendents of schools	County superintendents of schools (27 replies)		Superintendents of city school districts (31 replies)		Other district superintendents of schools (193 replies)	
	"Yes"	"No"	"Yes"	"No"	"Yes"	"No"
Number of replies.....	10	17	9	22	5	188
QUESTION NUMBER ONE, regarding publications and materials of instruction prepared to further conservation education in the schools						
Percentage of replies....	37.0	63.0	29.0	71.0	2.6	97.4
Number of replies.....	6	21	8	23	9	184
QUESTION NUMBER TWO, regarding materials of instruction related to conservation education in process of preparation						
Percentage of replies....	22.2	77.8	25.8	74.2	4.7	95.3
Number of replies.....	13	14	9	22	45	150
QUESTION NUMBER THREE, regarding institute programs planned to help teachers in the development of conservation education						
Percentage of replies....	48.1	51.9	29.0	71.0	23.3	76.7
Number of replies.....	25	2	27	2	175	18
QUESTION NUMBER FIVE, regarding <i>Guidebook for Conservation Education</i> made available to teachers						
Percentage of replies....	92.6	7.4	87.0	6.4	9.3	90.7

Thirty-one questionnaires, or 41.3 per cent, of those sent to city superintendents of schools were returned.

Questionnaires were sent to 592 district superintendents of schools, including superintendents of elementary school districts only (386), superintendents of elementary and high school districts (62), and superintendents of high school districts (144). Of these questionnaires, 193, or 32.6 per cent, were returned by the district superintendents of schools. In analyzing these replies, no attempt was made to classify the data according to the different types of districts.

Table 1 shows the number and percentage of county, city, and district superintendents of schools responding "Yes" or "No" to each of questions 1, 2, 3, and 5 of the questionnaire.

Table 2 shows the number and percentage of county, city, and district superintendents reporting various types of in-service education programs to help teachers in the development of conservation education programs.

TABLE 2
NUMBER AND PERCENTAGE OF COUNTY, CITY, AND DISTRICT SUPERINTENDENTS OF SCHOOLS REPORTING VARIOUS TYPES OF IN-SERVICE EDUCATION PROGRAMS TO HELP TEACHERS IN DEVELOPMENT OF CONSERVATION EDUCATION PROGRAMS

Types of in-service education activities		Reported by		
		County superintend- of schools (27 replies)	Superintend- ents of city school districts (31 replies)	Other district superintend- ents of schools (193 replies)
Workshops	Number.....	8	2	26
	Percentage ..	29.6	6.5	13.5
Conferences	Number.....	9	8	38
	Percentage ..	33.3	25.8	19.7
Speakers	Number.....	8	11	47
	Percentage ..	29.6	35.5	24.4
Study groups	Number.....	5	4	29
	Percentage ..	18.5	12.9	15.0
Others	Number.....	21	9	51
	Percentage ..	77.8	29.0	26.4

SUMMARY

About a third of the 27 county superintendents of schools and a fourth of the 31 superintendents of city school districts returning questionnaires in the study reported that publications and materials of instruction have been prepared to further conservation education in the schools under their administration. An extremely small percentage of the 193 other district superintendents reporting indicated that they have prepared such materials.

In response to the request to send materials, if available, the following were received:

From Fresno County Superintendent of Schools:	"Petroleum and Underground Treasure in Fresno County" "Irrigation in the San Joaquin Valley" "Bibliography of Films and Filmstrips on Conservation" "Special Day Observances"
From Julian Union High School, San Diego County:	"Annual Reports of the Julian Soil Conservation District"
From San Francisco Unified School District:	"Bulletins of Materials Available for Use in Conservation Education"
From San Joaquin County Superintendent of Schools:	"An Eighth Grade Unit—Conservation of Natural Resources"
From Yuba County Superintendent of Schools:	"Guide to the Study of Conservation"
From Stanislaus County Superintendent of Schools:	"Bulletins of Materials, Resource Persons and Programs"
From Los Angeles County Superintendent of Schools:	"Fire Prevention" "Getting Acquainted with Antelope Valley" "Science Implications in a Study of Democracy" "Science Implications in a Study of Petroleum" "Science Materials and Equipment for the Elementary Schools" Work Sheets and Study Guides
From Richmond Union High School District:	"Basic Year, Junior High School Science"

The replies received indicate that about the same kinds and quantities of materials for conservation education are in process as have been prepared in the past.

Nearly half the counties reporting have planned institute programs to help teachers in the development of an understanding of conservation.

The *Guidebook for Conservation Education* has been made available to teachers by about 90 per cent of the superintendents of schools who replied to the questionnaire.

Various types of in-service education activities are reported. The reports of county superintendents of schools indicate emphasis on workshops and conferences for in-service education, while city and district reports show a predominance of programs involving speakers. Among other types of activities listed were the following:

1. Field trips
2. Film institute
3. Preparation of a guidebook on thrift and conservation education
4. Appointment of a co-ordinator of thrift and conservation education
5. Bulletin board exhibits of materials
6. Conservation committee
7. Use of Tilden Park Nature Study program
8. Handbook listing resource people
9. Summer session programs
10. Suggestions to teachers during Conservation Week

INTERPRETATIONS OF SCHOOL LAW

ALFRED E. LENTZ, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the decisions and opinions reported, the items have the limitations inherent in all digests. The reader is therefore urged to examine the complete text of a decision or opinion and, when necessary, secure competent legal advice before taking any action based thereon.]

SUPREME COURT DECISION

Application of Tenure Law to Person Employed in Both a Certificated Position and a Noncertificated Position

Where a person is employed by a school district in a position, all or some of the duties of which require certification qualifications, he holds a position requiring certification qualifications within the meaning of the tenure law (Education Code Sections 13081 et seq.). Education Code Section 13201 does not require the governing board of a school district to assign only "certificated duties" to any one employee, and no authority has been cited which requires holding that an employee of a school district is entitled to tenure only as to the amount of time devoted to "certificated duties" during the probationary period.

Part-time employment in a position requiring certification qualifications during the probationary period will result in the right to tenure on a part-time basis only, and the governing board of a school district may contract to employ one person in two part-time positions only one of which requires certification qualifications.

Where, however, a person was employed for three complete consecutive school years as business manager (a position which requires no certification qualifications) and as principal of an evening high school or director of adult education (either of which positions do require certification qualifications) under circumstances which did not show that the governing board of the district intended to employ him in two separate positions and his salary was paid in one warrant without indication of any apportionment of salary, that person served in but one position and became a permanent full-time employee of the district when re-employed in both positions for the fourth consecutive school year, notwithstanding that the contract which the employee signed for such fourth consecutive school year and the resolution of the governing board of the district stated he was being employed one-fourth time as director of adult education and three-fourths time as business manager, the form of contract being merely a device to evade the tenure law. (*Holbrook v. Board*

of *Education*, etc., et al., 37 AC 316, citing and superseding opinion of District Court of Appeal, 99 ACA 106 (digested in *California Schools* for October, 1950, page 358), citing and distinguishing or declining to follow *Mitchell v. Board of Trustees*, 5 Cal. App. (2d) 64; *Walsh v. Board of Trustees*, 2 Cal. App. (2d) 180; *Work v. Central Union High School District*, 6 Cal. App. (2d) 626; *Crawford v. Board of Education*, 20 Cal. App. (2) 391; and the statement of the court in denying in rehearing in *Cullen v. Board of Education*, 126 Cal. App. 510, and in *Anderson v. Board of Education*, 126 Cal. App. 514, withholding approval of that portion of opinion of district court of appeal holding the two employments of petitioner constituted but one position.)

APPELLATE COURT DECISIONS

Effect of Errors in Proceedings for Authorization and Issuance of School District Bonds

Where in an election to authorize the issuance of bonds of a joint union elementary school district under Education Code Sections 7401 et seq. (1) the posted notice of the election (Education Code Section 7403) correctly stated the total amount of the bonds and the schedule of maturities thereof, but the published notice of the election (Education Code Section 7403) while correctly stating the total amount of the bonds, included an erroneous schedule of materials which provided a total amount for bonds \$5,000 in excess of the correct total amount; and (2) the resolution adopted by the boards of supervisors of the two counties in providing for the issuance of the bonds (Education Code Section 7407) incorporated an erroneous schedule of maturities which differed from the order of the governing board of the district and the posted notice of the election in that it advanced the maturity date of five bonds by two years, the errors did not effect the substantial rights of the taxpayers of the district or the electors voting at the election within the meaning of Education Code Section 7463. The election and the bonds authorized are valid. (*Board of Supervisors of Placer County et al. v. Rechenmacher*, 105 ACA 35.)

Posting and Publication of Notice of Bond Election of School District Lying in Two Counties

Where a school district lies in two counties, it is not necessary, in view of Education Code Section 7402, for the notice of a bond election of the district to be posted and published in each county. It is sufficient if the notices are posted in the district and published in a newspaper, if there is one, published in one of the counties in which the district lies (citing *County of Sacramento v. Stephens*, 11 Cal. App. (2d) 110. (*Board of Supervisors of Placer County et al. v. Rechenmacher*, 105 ACA 35.)

**Effect of Errors in Proceedings for Authorization
and Issuance of School District Bonds**

Where, after an election for the issuance of school district bonds had been held and carried, it was discovered that the resolution of the governing board of a school district calling a bond election (Education Code Section 7401) and the notice of the election (Education Code Section 7403) which provided for a total amount of bonds of \$38,000 erroneously provided for the issuance of 41 bonds of a par value of \$1,000 each and for the maturity of four of such bonds after the expiration of the maximum period allowed under Education Code Section 7403, and the board of supervisors, being advised of the error, in providing for the issuance of the bonds authorized by the election (Education Code Section 7407), ordered that the four bonds which were to mature after the period allowed by Education Code Section 7403 not be issued, there was such a correction of a palpable error in the election proceedings as to give substantial effect to the intention of the electors and bring the proceedings within Education Code Section 7463, and the election and bonds are valid (citing *Board of Supervisors of Placer County v. Rechenmacher*, 105 ACA 35). (*Cacheville Elementary School District et al. v. Hiddleston*, 105 ACA 41.)

**Rights of Component District of Union Elementary School
With Respect to Withdrawal From Joint Union High School District**

Where two elementary school districts each lying in a different high school district had united to form a union elementary school district, and pursuant to Education Code Section 3897, as amended by Chapter 1529, Statutes of 1949, an election had been held in one of the component elementary school districts to determine to which high school district such component district would belong, and the voters of the component district elected to remain a part of the high school district in which the component district was then located, a second election on the same question held in the component district under Section 3897 was invalid. The voters of the component district had in the first election exercised the choice allowed them by the section.

If the component district now wishes to withdraw from the high school district of which it is a part, proceedings must be had under Education Code Sections 3691-3694. (*Hurley v. Rubis*, 105 ACA 101.)

FOR YOUR INFORMATION

AMERICAN EDUCATION WEEK, 1951

The thirty-first observance of American Education Week will be held from November 11 to 17, 1951. The general theme of the observance this year will be "Unite for Freedom," and the following daily topics have been selected by the directors of American Education Week to emphasize the relation of education and freedom and single out certain areas for special attention:

Sunday,	November 11—Our Faith in God
Monday,	November 12—Schools and Defense
Tuesday,	November 13—Schools Keep Us Free
Wednesday,	November 14—Education for the Long Pull
Thursday,	November 15—Teaching the Fundamentals
Friday,	November 16—Urgent School Needs
Saturday,	November 17—Home—School—Community

The two major activities which distinguish American Education Week are school visitation and educational interpretation. The one brings the people to the schools and the other brings the schools to the people. Materials designed to aid schools in advance planning for programs for community observance of American Education Week are available at nominal cost from the National Education Association, 1201 Sixteenth Street, N.W., Washington 6, D.C. These include a manual, a poster, stickers, leaflets, plays, radio recordings and scripts, movie trailers, and newspaper mats. A sample packet containing most of these items is available for 60 cents.

Sponsors of American Education Week are the National Education Association, The American Legion, the United States Office of Education, and the National Congress of Parents and Teachers.

FEDERAL FUNDS FOR SCHOOL CONSTRUCTION

Public Law 45, authorizing an appropriation of fifty million dollars for school construction projects in "Federally-affected" local school areas, was signed by the President on June 2. This amount is supplemental to the previous appropriation of \$46,500,000 under Public Law 815 approved in September, 1950.

The United States Commissioner of Education is responsible under Public Law 815 for administration of the school construction program in communities where the Federal Government has assumed financial

responsibility because of critical increases in school enrollment by reason of national defense activities. Commissioner Earl J. McGrath recently stated that by June 1 of this year a total of 781 school districts had applied for assistance in financing urgently needed school construction projects.

Under Public Law 815, projects have already been approved which will provide facilities for 3,790 children in the following California school districts, to be erected on the Federal properties indicated:

<i>District and County</i>	<i>Critical enrollment</i>	<i>Location of facilities</i>
Adelanto elementary, San Bernardino County.....	315	George Air Force Base, Victorville
Crystal-Union union elementary, Suisun, Solano County	1,096	Travis Air Force Base, Fairfield
Folsom unified, Sacramento County.....	515	Mather Air Force Base, Sacramento
Herlong elementary, Lassen County.....	346	Sierra Ordnance Depot, Herlong
Midland elementary, Riverside County.....	518	March Air Force Base, Riverside
Muroc elementary, Boron, Kern County.....	500	Edwards Air Force Base, Muroc
San Jose elementary, Hamilton, Marin County.....	500	Hamilton Air Force Base

More than two million dollars has been tentatively reserved for seven additional California school construction projects from the funds made available by the supplemental appropriation of June 2.

EXPERTS ON CONSERVATION

Since 1949 the State of California, through its departments of Natural Resources and Education, has been engaged in a long-term program to extend and improve the teaching of conservation in the schools of the state.

At the request of the Interdepartmental Committee on Conservation Education of the two departments, Edward F. Dolder, Chief of Conservation Education in the Department of Natural Resources, has compiled a list of experts in the use and management of natural resources who have volunteered to act as speakers and consultants at institutes and other meetings designed to acquaint educators with the problems involved in wise use of natural resources. The 15-page list, issued at Sacramento in June, 1951, includes representatives of government, industry, agriculture, and civic organizations under five headings: soil conservation, water conservation, forest conservation, wildlife conservation, and general conservation. The name of each individual is shown with his organization and postal address, the subject matter with which he will deal as

speaker or as consultant, his availability on a state-wide or regional basis, and details regarding the expense of his services. More than 180 persons are listed, most of whom will serve without fee or charge for travel expense.

Copies of the list are available from the office of Elementary Education, 511 Library and Courts Building, Sacramento 14.

NEW NAME FOR PLACEMENT SERVICE AT UNIVERSITY OF CALIFORNIA

The University of California's placement service for its graduates, conducted under the management of Lloyd D. Bernard from headquarters at 207 Administration Building on the Berkeley campus, has recently been renamed. Instead of the former title of Bureau of Guidance and Placement, this office will now be known as the Bureau of School and College Placement. The Bureau is maintained on a state-wide basis for the purpose of recommending University graduates for placement in teaching and administrative posts in educational institutions. It operates through the Offices of Teacher Placement on various campuses of the University.

STANDARD SCHOOL BROADCAST, 1951-52

The twenty-fourth annual Standard School Broadcast will present in 1951-52 a series of "Musical Portraits of Famous Americans." The Americans to be included are the following:

Benjamin Franklin	Samuel Clemens (Mark Twain)
Thomas Jefferson	Edward McDowell
John James Audubon *	Victor Herbert *
John Paul Jones *	Abraham Lincoln *
Washington Irving	Thomas Alva Edison *
Horace Mann *	George Washington *
George M. Cohan	Ulysses S. Grant
James Fenimore Cooper	Clara Barton *
Lowell Mason *	George Gershwin *
Ralph Waldo Emerson	Booker T. Washington
Stephen Foster *	John Philip Sousa
Henry Wadsworth Longfellow	Henry Ford
James McNeil Whistler *	Lou Gehrig *

Twelve of these famous persons, whose names are marked above with asterisks, are to be featured in page-size, full-color portraits in the teacher's manual which is published by the sponsors. Request cards for manuals are issued by the Standard Oil Company, San Francisco 20.

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

- BAER, MAX F., and ROEBER, EDWARD C. *Occupational Information: Its Nature and Use*. Professional Guidance Series. Chicago: Science Research Associates, Inc., 1951. Pp. xii + 604. \$5.75.
- Directory of University and College Criminology Programs: An Outline of Preemployment Training Programs in the Field of Criminology Currently Offered in Twenty American Universities and Colleges*. Compiled by F. M. Boolsen, Criminology Division, Fresno State College. Fresno 4: Society for the Advancement of Criminology, 1950. Pp. 78 (reproduced from typewritten copy).
- FRIZZLE, ARNOLD LUTHER. *A Study of Some of the Influences of Regents Requirements and Examinations in French*. Teachers College Contributions to Education, No. 964. New York: Bureau of Publications, Teachers College, Columbia University, 1950. Pp. x + 154. \$2.75.
- A Guide for the Development of Standards and the Curriculum in Physical Education*. New York State Physical Education Standards Project, Bulletin No. 2. Prepared by the Bureau of Physical Education, Division of Health and Physical Education, New York State Education Department. Albany, N. Y.: University of the State of New York, 1951. Pp. 32.
- Learning to Supervise Schools: An Appraisal of the Georgia Program*. Prepared by Jane Franseth, Division of Elementary and Secondary Education. Circular No. 289. Washington 25: Office of Education, Federal Security Agency [1951]. Pp. 56. \$0.30.*
- Management Development Service*. Prepared by G. E. Maclay and W. D. Weitz, Bureau of Occupational Extension and Industrial Services, Division of Industrial Education, The State Education Department. Albany, N. Y.: University of the State of New York, 1950. Pp. 20.
- Oglesby, Illinois: A Case Involving Unfair Dismissal Practices and Unethical Conduct on the Part of Teachers*. Report of an Investigation. Washington 6: National Commission for the Defense of Democracy Through Education, National Education Association, May, 1951. Pp. 30.
- NEUGARTEN, BERNICE L. *How You Grow*. Junior Life Adjustment Booklet. Chicago 10: Science Research Associates, Inc. (57 West Grand Ave.), 1951. Pp. 40. \$0.40 each; 3 for \$1.
- PORTEUS, STANLEY D. *The Porteus Maze and Intelligence*. Palo Alto, California: Pacific Books, 1950. Pp. vi + 194. \$4.00.
- Public Schools, A Top Priority*. Washington 6: Educational Policies Commission of the National Education Association of the United States and the American Association of School Administrators, June, 1951. Pp. 16. \$0.15.
- School Civic Clubs: A Teacher's Guide*. Curriculum Bulletin 1950-51 Series, Number 1. Brooklyn 2, N. Y.: Board of Education of the City of New York, 1951. Pp. vi + 58.
- WHITNEY, FREDERICK LAMSON. *The Elements of Research*. New York: Prentice-Hall, Inc., 1950 (third edition). Pp. xvi + 540. \$6.65; to schools, \$5.
- WILSON, PAULINE PARK. *College Women Who Express Futility: A Study Based on Fifty Selected Life Histories of Women College Graduates*. Teachers College Contributions to Education, No. 956. New York: Bureau of Publications, Teachers College, Columbia University, 1950. Pp. xiv + 166. \$2.75.

* For sale by Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

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